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ABSTRACT

The first of two parts of the career education primer focuses on the following aspects of career education: the need for the refocusing of educational systems toward career education; ways of incorporating career development elements, life activities, and a democratic ethic into career education programs; methods of including parents, families, and communities into the process of career education; the fashioning of career education programs out of existing instructional programs; the utilization of career resources available in the community; sample programs in such community involved career education programs at the various educational levels; the national career education resource center, the ERIC Clearinghouse in Career Education; the planning and evaluation of new career education programs; and the professional commitments which will be necessary to involve educational personnel and institutions in career education. Part 2 of the primer, a bibliography of ERIC career education literature which comprises over half of the document, describes the ERIC system and lists 50 pages of career education literature by subject under the headings of: philosophy; programs; program organization, administration, and evaluation; and education in career education. (JR)

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A CAREER EDUCATION PRIMER FOR EDUCATORS

by

Walter Wernick
David V. Tiedeman
John Eddy
Betty J. Bosdell

U S DEPARTMENT OF HEALTH,
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With a Bibliography of
ERIC Career Education Literature
Prepared by
Tyrus Wessell
James E. Hedstrom

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Northern Illinois University
DeKalb, Illinois 60115

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ABOUT THE AUTHORS

Professors Walter Wernick, David V. Tiedeman, James E. Hedstrom, and Betty J. Bosdell are on the Faculty of Northern Illinois University. Professor John Eddy is on the Faculty of Loyola University/Chicago. Dr. Tyrus Wessell is on the Faculty of Grand Valley State Colleges.

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ERIC CLEARINGHOUSE IN CAREER EDUCATION
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115

PREFACE

In 1971, Sidney P. Marland, then U.S. Commissioner of Education, enunciated a magnificent goal for education in America--educate for career. Marland's national goal immediately fascinated many educators who considered such a re-orientation of American education overdue. The leaven of new but modest Federal, state, and local investments in career education quickly created and sustained high educational interest. In the ensuing intellectual stew about career education--if we may be forgiven using two simultaneous metaphors in hope of cooking a third, a meat pie of understanding--educators kept asking loud and clear, "What is this many splendored thing called career education?"

Since 1971, many pieces on career education have been published in noncommercial sources and collected in ERIC (the Educational Resources Information Center) where they can be seen under conditions of excellent document control, multiple-coordinate indexing, and microfiche availability. The National Institute of Education encourages its Clearinghouses to synthesize ERIC literature from time to time for topics of general professional interest. The ERIC Clearinghouse in Career Education herein applies this general encouragement in attempt to answer the frequently loudspoken educational question, "What is this many splendored thing called career education?"

The syntheses which the National Institute of Education encourages its Clearinghouses to publish are mostly to be in the nature of reviews of what has been announced. However, little sense resides in such an application of this principle in this instance because there is insufficient consensus on the meaning of career education at this juncture in its development. The meaning of career education will not currently emerge like Minerva from the Jupiter's forehead which is the corpus of career education literature in ERIC. We therefore adopt a different permissible strategy in this information analysis; we in effect propose our own position on career education in the body of this analysis. We do so to give educators at least one consistent view of what education for career must be like if it is to remain true to the principle that careers are not given but are revealed in the thought of each of us who is continuously forging one.

Since the body of this analysis constitutes our own position on career education, we must also help each reader question our position. Although we do not explicitly question our position in our analyses, we do include extensive appendixes citing significant ERIC literature on the career education topics which we consider in our analysis. Readers seeking other views, positions, and approaches to career education are strongly encouraged to delve into this herein identified corpus of ERIC literature on career education. The collection contains many extremely valuable documents filled with practical suggestions of how career education can become the process which unites education and the person by capacitating thought in action. Readers unfamiliar with ERIC should refer to Appendix B for instruction in how to take advantage of this public resource. Particular questions in the career education area should be addressed to User Services, ERIC Clearinghouse in Career Education, 204 Gabel, Northern Illinois University, DeKalb, IL 60115.

Walter Wernick

David V. Tiedeman

John Eddy

Betty J. Bosdell

DeKalb, Illinois
Chicago, Illinois
5 September 1975

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Chapter 1

CAREER EDUCATION--REFOCUSING

EDUCATION FOR CAREER DEVELOPMENT

Career Education Rockets into 200 years of American Education

The American educational establishment has come a long way during this country's first 200 years. Today over 108 billion dollars a year is invested in education, making education the largest single business in this nation with an annual investment of about 8 percent of the gross national product. However, in the midst of this accomplishment the challenges of new factors are forcing educational institutions to change. Some of these include declining birth rates, the decrease of enrollments in some schools and colleges, the increase of community colleges and area vocational schools, the energy crisis, pollution problems, dangers to ecology, the shortage of materials, equalization practices for women and minorities in employment, inflation and corrections to inflation, and other elements. Along with these challenges, career education recently rocketed into this country's challenging educational scene as an all encompassing educational innovation.

Although the term achieved recognition only in 1971, career education has rocketed into educational prominence in the four short years of its existence. For instance, on August 30, 1974, President Gerald Ford solidly put the weight of the U. S. Presidency behind career education by announcing at a commencement address at Ohio State University:

> "I do want to pledge one thing to you here and now: I will do everything in my power to bring education and employers together in a new climate of credibility--an atmosphere in which universities turn scholars out and employers turn them on....The Secretaries of Labor and Health, Education and Welfare have been asked to report new ways to bring the world of work and the institutions of education closer together....Skills and intellect must harmonize so that the wheels of industry not only hum but sing. I propose a great new partnership of labor and academia....We need new jobs and new skills..."

At the same time President Ford was speaking in this state capital of Ohio, across the city career education was already being promoted at the world's largest state fair. In a booth sponsored by the Ohio Guidance and Personnel Association and others, a poster read: "For career opportunities in the real world of work call toll free 1-800-282-0377 for information and opportunities...." The impact of career education has come of age in the schools and society.

Birth and launching power notwithstanding the great hopes for career education will die unless every educator quickly comprehends and acts upon the essence and subtlety of career education. This primer has been written to promote in all educators such needed understanding of career education. Although the conception of career education is elaborate and life extensive, this primer is concise and short. The educator awakening to career education doesn't need to know its depth, its extensiveness, its wholeness, and its grandness. This primer has been written to familiarize the untutored with the wholeness and individualness that is career education.

The primer is divided into seven short chapters. This first chapter introduces conceptions of career and its development, and then attempts to help you refocus your premises about education so that the conceptions of career and its development can be incorporated. The next five chapters deal with technical matters in career education: incorporating learning while doing into education; sharing education of youths with parents and the community; revising the curriculum to incorporate repeated cycles of career integration, differentiation, and reintegration into it; organizing resources and centers for career development; and planning and evaluating career education programs. The final chapter sounds career education's challenge to change and assesses institutional and personal potentialities for meeting this challenge.

Career and Its Development

As each person lives, the decisions he or she makes about knowing and doing mark a 'bread-crumb' path or career along the halls of time. In this regard, the person's career is like the path of bread crumbs Hansel and Gretel made to mark their passage in the woods; career is the consequence of passage. The life path, or career, can be characterized in the many ways we depict education and activity, and their consequences: by play or leisure activity; by educational courses taken either as preparation for intended work activities or merely for the knowledge which each generates; or by work kinds or activities. The path or career may also be characterized by the person, as he or she marks it in the journey through the halls of time and experiences its consequences, as well as by us. For the person personally marking a career and experiencing its consequences, the career is that person's life purpose or purposes.

Specifying a person's activities sufficiently so that career incorporates work is one of the better understood current purposes of career education. But specifying the presence of the person in his or her activities, particularly his or her work activities, and the development of that comprehension are two of the less well understood needs in career education. These two conditions, therefore, need particular attention.

Quickening and strengthening the person's own presence in his or her career constitutes the most precious as well as the most elusive of career education goals. This goal incorporates a second purpose in education for career, the purpose of personal satisfaction as well as the purpose of societal success. The pleasing life as well as the fruitful life become simultaneous goals in career education.

Reading the person into his or her career is a developmental process, not an instantaneous accomplishment. The person must be taught how to objectify his or her self in the ordinarily subjective experience of the self. The person must also be encouraged to accept responsibility for doing this during the times of life when his or her future pathway is not fully prescribed and/or determined beforehand. In those periods the person must live the uncertain future of his or her mind products which determine for that future whatever stability expectation can give in encouraging current action.

The enlarging objectification of self in subjective self experiences does not emerge full blown as Minerva from Jupiter's forehead; it must develop. The developmental processes of objectifying the subjective self are in part physical--bodily systems must be sufficiently matured to bear the necessary thought processes. The needed developmental processes are also perceptual--the brain and the mind must be matured sufficiently to sustain the effective tension of simultaneously treating the self both as object and subject. The needed developmental processes are also cognitive--the mind must be matured sufficiently to think while one is acting so actions can be guided somewhat by individual purposes. The needed developmental processes are psychological--the body, the brain, the mind, and the situation must be sufficiently comprehended to use the physical, perceptual, and cognitive processes involved in self and career constructionism. Finally, the needed developmental processes are educational--the body, the brain, the mind, and the situation must be orchestrated so the subtle and precious personal processes of intuition can occur and be supported in times of personal decision in thought and activity.

All of these reasons point to the most important and least understood process in education, the cyclic process of partial integration, differentiation, and reintegration in perception and cognition. In order for self and career constructionism to develop in conjunction with education, each student's experience must have meaning, personal meaning. This requires that education be planned and delivered so that each new increment of self constructed understanding has harmony with the cycle necessary for mastery and meaning; namely, partial integration of new to old meanings, differentiation of new meanings from old meanings; and reintegration of new with old meanings. But all procedures in this cycle have to go on simultaneously, deliberately, and progressively. Understanding the need for such conditions, providing them, and making them effective are the challenges for career education--an education for the development of career.

Defining Career Education

Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education, provides a comprehensive definition of career education as "preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employee or employer, in private business or in the public sector, or in the family." The authors use this definition as one standard in this volume. However, the authors are aware of the criticism of Gordon Swanson, who claims, "...American views are still an elusive collection of concepts bound together by the rhetoric of advocacy, the power of governmental incentives and the traditions of a unique context." The authors use as a second criterion for defining career education in this volume, the standard of the individual, the unique, the personal in career.

In short, this monograph uses the term "career" as inclusive of all purposeful activity, but specifies "career" as occupational, vocational, or professional on the one hand and personal and self determined on the other. Both aspects are obtained neither instantaneously, nor once and for all; each must be developed integratively.

Because career education is developmental, education for career has been conceived in five interrelated phases: Phase I occurs in the elementary school during grades 1-6 and is concerned with basic self-development and attitudes as it explores questions on what occupations are, who workers are, and how workers perform their jobs. Phase II occurs in the junior high school during grades 7-9, builds upon the awareness stage, and is concerned with prevocational and exploratory experiences in employment. Phase III occurs in the high school using grade 10, continues to provide basic career information, and is concerned with student exploration in more depth in a single occupational cluster and/or beginning specialized training on one cluster area. The cluster concept is an organizational idea of offering students skills, knowledge, and attitudes for occupational entry into a family of vocations, such as public service(the cluster), educational service(subcluster or division), and elementary education(element or one cluster area). Phase IV occurs in the senior high school in grades 11-12, or in a post-secondary institution(institute or college), and is concerned with the actual preparation of the student for a position when he or she leaves that institution. For example, the Oregon State Board of Education has adopted new graduation requirements effective with the class of 1978 that mean that each student will be able to demonstrate educational accomplishments, besides Carnegie units accumulated, and these accomplishments or skills are for the most part competency-based. Many of them are experienced in out-of-school occupational centers.

Career develops throughout life, not just in childhood, adolescence, and young adulthood. Ideally, therefore, career education is not limited to K-12 nor the college years. Instead, career education is a life-long approach that labels no student as a dropout from formal education; but does recognize that students stopout and dropin within and without educational institutions in repetitions of the initial preparatory cycle. This is Phase V of career education, recycling. It is in keeping with the trend of educational institutions to have flexible entrance and exit requirements. Thus, more persons can have educational and occupational experiences that meet their specific needs for employment as well as for job satisfaction. The ideal educational system allows students to pursue an individualized year-round approach. In other words, students must be permitted to leave and to reenter school in order to continue their education or improve their job training--as they deem necessary.

If career education is to be successful, certain career-related services need to be available at appropriate stages in a student's development, including: (1) provision of instruction for general and specific career skills; (2) provision of career information along with counseling to cover careers and data on the job market; (3) offering certain financial and psychological aids as needed; (4) providing credentials necessary for job entry as well as for continuing education; and (5) offering placement and follow-through services.

In order to provide for personal integration, career education has to transcend the current categorization of curricula into "vocational," "general," and "college preparatory." These classifications draw artificial separations between instruction and guidance. Career education cuts across the union of a student's thought and activity as both mature in the entire spectrum of elementary, secondary, higher, and continuing education.

Unfortunately, although the ideal can be imagined by professionals and lay people, few schools and institutions of higher and continuing education have developed the needed approach to career education for all of life. It is currently difficult for a person to upgrade skills, to update knowledge, and to return for preparation for a new position throughout his or her life. That is why this primer must change you. Every educator must become a new kind of career educator if career education is to succeed.

Understanding Why Refocusing is Needed

The Forty-Third American Assembly sponsored by Columbia University, "The Changing World of Work," expressed such areas of concern as:

> "Despite civil rights legislation and equal employment actions, minorities continue to experience handicaps in both employment and advancement. Young workers are influenced by rising levels of education and expectations. Women's lib is pressing for equal

> employment. Growing demands for early retirement reveal disenchantment. Turnovers, absenteeism, grievances, union unrest, and strikes all reflect varying degrees of job dissatisfaction. How can these problems be reduced by the introduction of change in the nature of work and working relationships?....
>
> We are witnessing changes in personal values that are seen and felt not only in the United States but around the world. In part, we are experiencing the latest chapter in the continuing story of the quest for fulfilling American goals and aspirations: a fair and equitable society; an opportunity for each citizen to participate in the forces that affect his life; a confirmation that the democratic process, does, indeed, work for all. Now that challenge is emerging at the most basic level of work itself...Our view is pragmatic: improving the place, the organization, and the nature of work can lead to better work performance and a better quality of life in the society. A crisis, though it may not presently exist, could confront us if business, labor, educational institutions, community leadership, and government fail to respond...."

The challenge to our age is to develop a more nonviolent technology that does not tend to destroy a person's mental health. If this society could put a person on the moon by systems approaches to science, then, we can also put our priorities into human values to humanize our world of work--and our schools.

Career education emphasizes priorities in personally achieved and appreciated responsibility for human action. The priority of career education is to equip each person to guide his or her destiny by attending to individual career development through cyclic stages of career awareness, orientation, exploration, and specification all through life. By refocusing educational systems and society, with these concerns of career education, the fruits of a more meaningful life would continue to evolve for all persons on this planet.

Chapter 2

BUILDING LIFE ACTIVITIES INTO CAREER EDUCATION PROGRAMS

Chapter 1 has indicated that a refocusing is under way in education. As of June 1974, one-third of our nation's school districts implemented some kind of activity in the area of career education. Some districts attempted to use the idea of career education as cement to bond the schooling establishment closer to the world of work. Others perceived the "new" idea as liberating schools from being prisons of time and space.

Can movement in many different directions at once be the proper course for American Education and how are we to judge which ways are the best? How are we to move the other two-thirds of the nation's school districts to put career education into their educational programs? How are we to move career education into higher and continuing education?

One answer is to use career development as the lens through which we view the many kaleidoscopic elements of the career education movement. If elements in a particular school district don't appear to be coming together to form one piece, then we can say more work upon focusing is needed--or we might more dramatically suggest that the element in question does not legitimately belong in this field of endeavor. Dare we take something away from the school? We can if our mind's eye deems the element unrelated to the learning environment we're trying to form.

Choosing Career Development Elements

Theorists agree that the new wave of career development thinking represents a synthesis. In fact, one authority believes that career development, in the infancy of its use in career education, is a more helpful reservoir for potential themes than has so far been realized in career education.

(Dr. Edwin Herr, address to the Second Annual Career Education Conference, July 16, 1974, Northern Illinois University, DeKalb, Illinois).

Elements formerly associated with self-concept, career development, and decision-making processes must now be used instrumentally for planned intervention in career education. In deciding that career development is a function of learned responses and that outcomes are modifiable, we are committed to managing with the person factors which determine his or her future. Naturally, we believe that this work will result in a "better" future for all of us as well as for the individual concerned, particularly if the individual is aware of what we are doing with him or her.

Psychological factors which influence career development include: (1) one's own continually shaping views of life; (2) clarity in one's self-concept; (3) one's own aspiration level; and (4) how one deals with tasks at the several stages of one's development. Some models of career maturity attend to these factors by securing responses related to a person's consistency of career choice; a person's competencies regarding problem-solving, planning, self-appraisal, and goal selection; and a person's attitudes toward involvement and independence. Most models highlight decision-making as the center of psychological career development processes thus opting for the principle that each person is in potential the architect of her or his future.

Sociological or environmental factors are not overlooked. They are considered, but there is a strong vein of thinking that the psychological factors, if understood and used wisely by the person, can supplement and, if necessary, overcome the others--individuals can use knowledge about their own race, sex, economic background, reward structure, and other environmental variables to their own advantage. Personal motivation and skill can move one along a career development path of one's choice even though an interplay of powerful environmental forces might suggest other paces or other paths.

Thus, some approaches to career education will stress coping, creating, and developing one's own lifeline in time, while others will arrange proper places for individuals so they may help people adjust to the changing environment. These twin themes are with us and need to be kept with us. Both are necessary, but they should not be antagonists because there is a way to bring these ideas together.

Using Life Activities That Work

We know that schools can arrange activities that help students learn information about occupations and the world of work. We know that we can provide opportunities for students to explore adult activities and clarify their values about their experiences. We know that we can range into the future with our expressions of what we can imagine, and then we can determine for ourselves whether we like what our imagination brought forth to us. We know that we can do wonders with the human mind, building expectations, relating hopes to realistic settings, and inspiring individual lives to habitualize love and creativity.

But rarely are any of the above done without direct sensory contact with people and things. Teachers try to be models of positive human behavior, but their role as managers of learning environments conveys to youth limited images of what adults are doing with their lives. The teacher may use his own person, he may in fact be an immanent model, but his larger effectiveness is in bringing life models from the contemporary community to the attention of his students.

Students need to study people by being with people. They need to meet hopes and experiences, interests and abilities, backgrounds and futures, in credible settings, in authentic meeting places whenever possible. First-class learning can not be derived easily from second-hand knowledge. People have to be the target and vehicles of plans, not just tangents to lessons which are pulling students away from who they are or might be.

Therefore, learning how to obtain information from people has to be regarded as a basic skill. Learning about affective and cognitive behavior means that face-to-face communication has to be a high priority career development goal. To accomplish this some teachers have found interviewing techniques especially helpful. Questions about people's lives can be brought into focus for learners from different ages and backgrounds, and of varying abilities and interests. The involvement is purposeful and full of sensory nuances. The activity is also generative in that all ages can benefit from learning by interviewing in school and out-of-school. It fits well within the scholar's realm of inquiry and his accessibility of resources.

Another needed skill is value clarification. If learners are to assess elements of their investigations with the point of view that they are organizing their own energies, that they are developing increased power to affect their own future, then a positive approach to understanding how they decide and feel is necessary. Value clarification during times of decision not only helps us to empathize with and understand others, it helps us perceive our own personal resources and our time as being accessible for our own use. We do change, and we are different from one another in many ways, but if we can utilize our own wellspring of personal motivations, we are a much stronger individual, ready to act and react as necessary.

Finally, the career development skill--decision-making! Once we can obtain knowledge and know how to clarify we have the abilities needed to develop options. Now we must learn to invent and consider alternative courses and their consequences. Now we must originate or respond to an action with one of our own. This is so because in the dimension of thinking about choice-making in decision-making even a non-action becomes a response; a missed chance is never again available. Decision-making is the most pervasive skill, once we decide that we are thinking in that dimension. Everything counts, everything we do or do not do can be considered as falling within the realm of decision-making; there is no escape from our capacity to decide. The only question remains whether schools do so capacitate women and men or not.

In an age when we are burdened by information overload the skill of decision-making assumes increased importance to our mental health as well as to our roles as citizens and workers. Without decision-making skills we can be fact-rich, muddled in our values, and unable to move ourselves to commitment. All of us have experienced this situation to some extent, and it appears that our changing world will compound the problem even more fiercely in the near future.

Career development programs may help people to move through cycles of initial indecision and later commitment more often by helping them be facile in their thinking processes; but, we must insist that these same programs help us to accept ourselves as worthwhile human beings even when we are not deciding, even when we know we are uncommitted. Some of us hold dear the freedom to do or not do anything we want until the need is urgent as perceived by ourselves.

Striving for a Democratic Ethic

The ethic underlying career development is that we are both privileged and obligated to do something with our lives. We should act for ourselves and we also should act for the betterment of others. In a sense, decision-making can be regarded as an expression of our freedom--and our responsibilities. Some may only see the products of our career education programs as willing workers for the common good while others may see products of our efforts as independent, choosing individuals, people coping with change to actualize their personal selfdoms.

We don't want to return to an aristocracy of wealth or one of birth, or race, or sex, but, in the name of career development, we may be in danger of building an aristocracy based upon the intellect. Through programs of career development, those who actively seek to influence their own futures will be achieving the rewards of our schooling establishment. They will be favored, while those who accept their environmental offerings without actively enlarging their own personal energy systems may lose respect in the eyes of the school authorities. Hence once we embark on career development through education we must help it become a goal for all, not just for an elite.

Our hypothesis is that our economic and social systems will welcome graduates of career education programs and will help them continue their career development as inquiring, clarifying, decision-making individuals throughout their lives. The amazing thing about the entire career education movement is that people in business, labor, government, and education actually believe that all this may come true. If it does, the American revolution will have transformed more than the political facet of humanity. It will at last have settled into the essential core of our self-image as human beings.

Will we have life, liberty, and the pursuit of happiness in our schools, homes, factories, and marketplaces? Career education has taken the means and the goals and forced us to face the work of our schools without filters of history or authority. Career development is a newly refined lens. Through it, we can no longer see ourselves as being isolated from the life force. We are the life force--and it is us. Career education is for all of life--the life of each of us.

Chapter 3

COMMUNICATING CAREER CONCEPTS WITH PARENTS, GUARDIANS, AND COMMUNITY

The Career as a Personal, Family, and Community Matter

Career education, as a philosophy and as a practice, requires that parents be increasingly involved in their children's work as well as in the work of their children's schools, colleges, and communities. Educators can take advantage of this opportunity in many ways. We can strengthen existing programs of parental involvement and advisory committees as well as building new bridges for communication and cooperation.

Few educators are taking advantage of an opportunity that exists by teaching parents to participate in the career education of their children. Educators can help parents communicate with their children about their children's futures. Parents and guardians can be helped to use resources such as the home, vehicles, neighborhood shopping trips, family outings, and vacations as sources which offer numerous opportunities to acquaint and influence children about career possibilities. Educators could utilize traditional school events like "open houses" and "Parent-Teacher Association meetings" for special short mini-sessions on how to use the time parents or guardians have with their children for learning about careers, available options, and changes in the world of work.

Some illustrations of ways that parents or guardians could use available things in the home include teaching the children how to use woodworking tools, gardening and lawn equipment, and repair tools for home vehicle-fixing projects. Again, how to better use television and radio programs, periodicals, library books, and home reading materials for career awareness. Outside the home, parents and guardians can use both ordinary trips with their children to better career education advantage. For example, visits to stores, museums, libraries, factories, shops, businesses, schools, colleges, and churches could have a greater impact on children if parents or guardians were aided in ways to make these experiences more meaningful. Helping parents to know what to look for and how to express the meaning of a social event is something that can make or break a good educational experience.

Special short courses on career education might also be offered to parents through the evening schools, colleges, religious groups, civic clubs, libraries, or other institutions of a particular area in cooperation with a local district or consortium of school districts. A "career education consortium of school districts" might coordinate such a region-wide program.

Children meet a wide variety of adults in and out of school. When a child shows interest in a particular vocation that is presently closed to men or women by de facto or other types of discrimination, parents should indicate to their children that by the time they reach adulthood this occupation will probably be open to them. Increasingly, new laws prohibit discrimination in employment on the basis of sex. For example, the Federal Congress has decreed that ethnic and sex discrimination cannot be allowed to persist where federal funds are involved. The enforcement of these laws is improving so that more jobs are open, especially to minority groups and women, than ever before in American history. This trend will continue to increase in the future.

Parents would be helped in courses that could aid them in avoiding sex-role stereotyping that might inhibit their children from going into some occupational fields and/or positions. Since most of the books and other literature for children are loaded with sexist approaches, parents should be made aware of how to deal with problems like sexist literature which their children will encounter. A new world lies within each child's imagination, but parents and other significant adults will have to awaken interest and challenge each developing person to put forth individual energies to make the person's dreams come true.

Discussions of working for one's self and the challenges and risks of such an enterprise might help children widen their understandings of why people act the way they do in some situations, and might develop latent ideas for later use in one's lifetime. Many ideas do not have to be immediately applicable to be remembered. What is important is both an open relationship with a person who is to be trusted and content that makes the experience relevant and significant at that time.

Opening Doors for Career Education

There are many other valuable means that can be used with parents, guardians, and community members, namely:

1. Using available aids such as the National Education Association's Program to promote communication with parents;

2. Using approaches that stress open communication between school officials and parents;

3. Using regular progress reports and demonstrations of student work at Parent Association meetings to tell what has been accomplished;

4. Using open houses to view what students and staff are doing in career education;

5. Using community adults as resource persons to tell their own career stories in classrooms;

6. Using career advisory committees for developing out-of-class student experiences, especially on the high school and college level;

7. Using workplaces as educational laboratories for students; and

8. Using this monograph as a study guide for career education sessions with parents to expand their consciousness and their concerns.

In the past parental involvement and a community resource utilization system has not been considered the heart of curricular undertakings. But need for emphasis upon the developing person, his or her past, present, and future, moves career educators to new perceptions of what the schools can do--together with other resources of the community. The new communication, involvement, and use of primary sources must not be for the public relations purposes of selling still "new" innovation; rather this new refocusing of people, places, and things must come about because of a concern for basics. We need each other. We must learn from each other as our children learn from all of us. Family and community and schools, not just the school, are the cauldrons in which the character of career is forged.

Chapter 4

PREPARING FOR PERSONAL INTEGRATION IN THE CURRICULUM

Most of the elements of a career education program are already within a good educational system. Some needed elements may not be fully energized, some may require additional resources, and some may require a redirection of leadership, but activities in this area are not entirely new to teachers, counselors, or administrators. Career education can be perceived as emerging from present instructional efforts. If this posture is taken, career education can be turned into a centripetal force, acting to get maximum productivity from many disparate elements of our educational environments.

Recognizing the Strategy as Involvement

The search for a "new curriculum" through the "curriculum committee writing team" approach seems not only inappropriate but is actually a hard way of getting career education going and later accepted. Our educational community has moved beyond the accumulation and examination of lists of organized abstractions.

Today's educator is a sober professional, realizing that reallocations of time and adjustment of subject matter mean work--and work means changing habits, learning new skills, relating to new people, and planning. For most teachers, the actual performance of teaching--being with kids--is the most enjoyable part of teaching; writing curriculum guides, especially the writing of behavioral objectives, is a chore.

If teachers are to believe their curriculum development work will be of direct benefit to them, a curriculum guide has to grow from the best teaching which teachers have done; include imaginative ideas which teachers have thought through but were not able to try; and result in practical, teachable activities. From the very beginning, teachers must be involved in the development of a locally based career education curriculum. The local educational leader should be sure his system's orchestrations are based upon the theme that "our teachers will be our best career education curriculum."

Refocusing the curriculum with teaching in mind, plans for differentiation and integration can be prepared which build upon teachers' experiences, teachers' judgments, teaching styles, teachers' work environments, accessible resources, local needs, and the interests and abilities of real children. Curriculum work can be treated as planning for teaching, as supporting ongoing instructional activities, as something that will give more job satisfaction in the teacher's work place, and as something that will be personally meaningful and rewarding to the individual teacher.

A school system can search for sparkle and have it shared, but that approach has to be deliberately planned. If it isn't, teachers may be afraid to contribute openly with their own ideas because tradition suggests a "master curriculum guide" they're supposed to follow. Without firm leadership, security-conscious staff might use their talents in searching for the "other" when their own experiences and imaginations could be working to kindle many excellent ideas.

Choosing Personal Comprehension Over Comprehensiveness

[illegible] things have accompanied most career education projects: a curriculum guide and the "halo effect." Guides and lists available through state agencies and publishing houses have a breathtaking range and depth. The idea of career education, and the money which went with the funding of projects since 1971, has moved many curricularists to new realms of comprehensiveness. As school, home, marketplace, and the community, resources have been examined, "scope and sequence" charts were mapped, graded, and refined by curriculum experts. (See subsection, 2 and 3 in Appendix A.)

A comprehensive treatment sounds impressive, but this approach does not necessarily result in personal development through comprehension of what has been done to and/or with one. In fact, a common danger of "covering the curriculum" is that content can be stretched so much to fit the K-12 frame that personal accountability for substantive quality at specific points along the way becomes almost impossible.

Career development is a sterling, but complex idea, and many of its elements have roots in the affective domain. In attempting to be comprehensive regarding the developmental learning of affective elements, many guides list "awareness of--" where one would normally look for readiness levels. Practicing teachers are not helped by such ambiguous terms. As managers of learning environments, they want references to behavior they can manage. Teachers know their actions always deal with specific events in time and they want their guidelines to be specific, too. Unfortunately, several heavily funded, comprehensive career education "plans" remain underutilized today because builders of these theory-based knowledge systems were covering the entire field rather than energizing creative educational workers, particularly students, within specific learning environment arenas.

The strategy of personal integration during times of successive differentiation may not lead to expansively drawn charts and volumes of sequenced, developmental objectives, but integrating ideas bring content together to make activities more meaningful. Those who make their living by depending upon the competencies of their professional staff are advised to consider their basic strategic approach to curriculum planning. The process of developing a career education curriculum should focus staff energies upon the bull's eye of personal integration--integration by youths through integrated understanding by their teachers.

Seeing Life as the Organizing Center

With personal integration during times of differentiation taken as the primary strategic approach, a staff development program can elicit ideas and experiences from individual teachers. Questions about basic skills, grouping, evaluation procedures, the use of texts, parental involvement, administrative support, and other concerns will emerge. From this base of personally meaningful information, strands of thinking can be woven together for the initiation of a career education program geared to local needs.

This is not only good strategy; it is mandatory if career education goals are to be met. Unlike subject-centered curriculum innovations, career development ideas always begin with people and what they are doing to and making of their lives. A staff development program can draw upon the staff's own resources and those of the community to find out how individual people's careers have been developed, how events turned people's careers, and how values, abilities background, and decision-making skills were utilized to create opportunities for realization of their human potentialities.

The difference between an "occupational information-vocational skills" program and a career education program becomes clearer as ideas become focused around the activities of people. The more an educational worker focuses upon living--upon what people do with their lives--the more the curriculum will become relevant to its participants.

Learners need direct contact with adults. A person's life can be the organizing idea to integrate the many needed learnings of the school; that is, lives can be utilized this way if the teacher's mind's eye sees life as an integrating factor.

Teachers can begin with textbook-centered units or their own past performances. They can use someone else's outlines or their own flow charts. They can plan for individualization, small group work, or whole group activities.

The technology of the teacher should be left open. The alive person, as the substance of the activity, is the integrating factor.

Since career dimensions include preparation periods, turning points, and expectations, lives are rich with personal meanings. The integration of real life events into the instructional program has to be thought of as necessary and vital--not as an add-on to motivate sluggish learners. At every level, the study of lives in action is worthwhile for its own sake. Therefore, planning to provide direct sensory experiences with active adults is a basic part of the differentiational, integrational process. (The concept of utilizing the "person-in-the-occupation" within the "organizing center" of planning for career development is a contribution of ABLE Model Program, funded by the Division of Vocational and Technical Education, State of Illinois, 1970-1973.)

It matters little whether plans grow from an academic base, from the activities of a local resource person, from the interest of a student, or from an idle idea bantered about in the faculty lounge. What does matter profoundly is that our students participate wholly in the study of credible people. Learning about career development by direct experience with primary sources is effective. Teachers who integrate their lessons in school with relevant resources outside of the schooling institution are working fully within the time-honored scholar's tradition.

Chapter 5

UTILIZING CAREER RESOURCES AND ARRANGING A CAREER CENTER

The abundance of materials (periodical articles, pamphlets, monographs, books, cassette tapes, video tapes, films, filmstrips, speakers, simulation games, and other kinds of work activity projects) in career education is overwhelming. A crucial problem is to set up relevant criteria and to select valuable resources useful to different age levels and interest areas. (This problem has been recognized by the Federal government which has funded four projects to help in this process. These products should be available from the National Institute of Education, Education and Work Program in early 1976.)

Recognizing the Community Approach

The most effective way to find worthwhile resources for career education is to use the community approach. A fundamental concept of installation strategies is to involve people so they will assume the responsibility for program continuation and growth. Members of the community must be involved from the beginning. Those responsible for, involved with, and affected by the program must be involved in the planning, implementation, and evaluation of career education.

Analyzing Community Needs

An analysis of the local educational system should follow the involving and orienting of the community to the concept of career education. Ernest Jaski states:

> "In analyzing the educational system, data can be collected regarding how well the system is meeting the needs of the community. Parents, employers, workers, former students and present students can be surveyed to determine the extent to which the curriculum is meeting their needs. An analysis of employment can be made. Evidence regarding the needs of the persons in the community can be collected and analyzed in regard to the implications for career education."

This analysis of community need, followed by community acceptance and participation has been typical of career education programs throughout the country. A few examples of such involvement at various educational levels will be given in text. More exhaustive illustrations can be found in the appendix.

Reviewing Elementary School Education

The elementary school has traditionally involved some segments of the community through the visit to the local fire station, hospital, and other local businesses and industries. In the past this may have been part of an instructional unit or may have been a "field trip" remotely related to the every day happenings in the classroom. With the increased attention being given to career education this procedure has been integrated into the total career education program. The following examples of career education activities in local schools is a sampling of what is occurring and what could be occurring.

In Socorro, New Mexico Public Schools from 1970 to 1973 selected groups of fourth, fifth, and sixth grade students in this federally-sponsored project used the Denoyer-Geppert film series on the "Wonderful World of Work" and the Science Research Associates' booklet, "What Could I Be?" This basic program was supplemented by class trips, speakers, projects, bulletin boards, scrapbooks, and other activities designed to develop awareness of career opportunities and the need for career preparation. To determine if career education made a difference, this particular project compared students who were in the experimental (career education) classes with students who were in the control group (no planned career education program). All students were pretested and post-tested with a modified version of the Vocational Development Inventory (VDI). The statistical results showed significant increased vocational awareness was accomplished in all classes.

In Evanston, Illinois in 1974, an accounts receivable management firm volunteered their time in a computer survey with a fifth grade class at Lincolnwood Public Elementary School. This project made these children aware of the possibilities of business machines in career education and is illustrative of business-education cooperation.

A typical approach to utilizing community members which has proven to be quite effective is that of local talent pools. Schools in Bowling Green, Kentucky and Peoria, Illinois among others have established volunteer speakers bureaus and/or a volunteer resource file. These provide employees and employers alike opportunities to speak of their respective jobs in the schools. The volunteer speakers bureau is made up of persons living in the school area, and many of them are parents of children attending the district's schools. The teacher requests a speaker from his or her local school office, and the career education coordinator handles the arrangements.

"Interview a Worker" is a career awareness project of the Disney Magnet Elementary School, an inner city Chicago school. The purpose of the program is for the children to interview various people in different occupations at the school. Each interview is taped and played back to be used once more in course mini-units. Thornton, Illinois also developed a Vocational Information Project program utilizing people from the community whose work was the focus of stories in their basal readers.

These examples of elementary school career education approaches are just a few of those which are available. A more complete listing of projects can be found in Appendix A.2 (Elementary School.)

Reviewing Secondary School Career Education

Secondary schools have been active in preparing some students for the world of work through their cooperative, distributive, and occupational education programs. These programs traditionally were oriented toward the skilled trades. But a variety of career programs can be found at present in alternative type schools and in middle and secondary schools. The following is a sampling of programs utilizing different career education approaches.

One of our major concerns in career education has been the need for the equalization of career opportunities in the inner city for ethnic minorities. In Chicago, there is a "Young Adult Bicultural-Bilingual Learning Center" that develops skills for medical paraprofessionals by positioning the "Creative Education Center" within a community medical clinic. In addition, students are offered bicultural-bilingual instruction in communication skills in standard English, Spanish American culture and cultural identity, mainstream American culture, mathematics for new opportunities, and adult citizen-community responsibilities.

"See a Worker Demonstrate His or Her Job" is a career education program at New Carver High School in Chicago. Machinery, equipment, furniture, and other materials are brought in to actualize working conditions. A simulation exercise of the person's on-the-job performance is seen and discussed by a group of students.

Another example that illustrates career education in action combines the Rochester Public High Schools, Eastman Kodak Company, and the city of Rochester. The program called Rochester Jobs, Inc. (RJI) is a nonprofit corporation started in the spring of 1969. This program provides for high school dropouts, helping them to return to school while it eases the Rochester housing shortage. Youth learn construction crafts as they earn money rehabilitating substandard dwellings.

The arrangement with Rochester Jobs, Inc. changes the traditional incentive for learning. City school districts are drawn in as contractors to work with R.J.I. and a broad coalition of community organizations. For example, the

Metropolitan Rochester Foundation obtains houses to be refurbished, and the member banks of the Rochester Clearinghouse Association handle the Federal Housing Administration guaranteed mortgages when the homes are sold. Ninety business vendors who supply housing materials also provide free how-to-do-it lectures for students. Labor unions assign technical advisers to the program. The Rochester Council of Social Agencies gives home buyers aid with the financial paperwork. After the program had been underway, the U. S. Department of Labor awarded a million dollar grant to support this program for dropout high school youths and for two additional programs--one for younger children and one for boys and girls. One example of the success of these programs is the turning of a $4,000 slum hovel into a $12,350 home. But more importantly a student success rate has been achieved in which practically no one who was working on these projects dropped out of school.

Critics who limit their perceptions of career education to "vocational education in new clothes" should visit Chesterfield, South Carolina where the eleventh-grade students can enroll in an interdisciplinary curriculum. Mathematics, language arts, and physics are combined. Dealing with the principles of electricity in physics, students learn how to use electrical hand tools, how to wire circuits, and how to demonstrate their understanding of the scientific principle in Ohm's Law. Their reports are evaluated on language--grammer, spelling, and expression--as they understand circuit boards, transistors, capacitors, and resistors from the field of electronics in physics. Academic instruction is an integral part of their career education program.

The Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education Research Coordinating Unit, Harrisburg, Pennsylvania has also done extensive work in the area of career resource centers. Some of their work is summarized in their materials:

1. Career-Development Goals, an eight-page list of goals for self, education, career, decision-making, economics, and leisure along with behavioral objectives and activities covering a K-12 career development education model treating vocabulary, knowledge, attitudes, and skills.

2. Guidelines for Establishing Career Resource Centers, A 72-page monograph that covers purpose, objectives, definitions, procedures, administration, evaluation, resources, and budget;

3. The PENNscript Index, the Pennsylvania translation of the San Diego VIEW (Vocational Information and Education for Work) concept, which provides a more detailed picture of the specific abilities, interests, and physical attributes needed for the job a person may be interested in;

4. School-Based Job Placement Service Model, a 50-page handbook for school administrators and counselors as well as state employment personnel to set up an effective job placement service for students; and

5. Evaluation of Selected Career Resource Centers in Pennsylvania, a 38-page report that covers an evaluation of pilot career resource centers in five secondary schools in Pennsylvania.

The programs which have been described in Illinois, New York, South Carolina, and Pennsylvania are just a few of those that are currently in operation. For a listing of other projects see the Appendix A.2 (Middle/Junior High School and Secondary School).

Reviewing Career Education in Higher and Continuing Education

Career education needs to continue throughout the lifetime of a person. For example, William Rainey Harper Community College at Palatine, Illinois, has a Continuing Education Program for women. Each student receives a volume of Applied Potential's Career Directory and Gerald Self's article, "Women on the

Move," a test of values, and an assignment to work on a personal assessment chart. Educational resource material includes information about study programs that are linked to specific fields with a good employment outlook. The course also is concerned with problems women face in job seeking, tips on job-hunting techniques, help in preparing a resume, and common psychological problems.

Titles of some of the seminars and workshops being offered throughout the country to adults through career programs in post secondary are: (1) Assertiveness Training for Women; (2) Orientation to Career Planning; (3) Job Search Workshop; (4) Concerns of Contemporary Women; (5) Women and Work; (6) Resuming Your Education; (7) Senior Citizens as Active Participants in Contemporary Life; (8) Athletics and Life Planning for Women; (9) Challenge and Choice for Today's Woman; (10) Where Do I Start?; (11) How Do I know Myself?; (12) Is More Education the Answer?; and (13) What Do I Need to Know About Jobs? For additional references to career education programs in higher and continuing education see Appendix A.2 (Post Secondary, University, and Adult).

Accepting Ready Access Career Counseling

As has been discussed in the first part of this chapter, career education has been made available to persons in the educational setting from elementary school through higher and continuing education. A slightly different approach to providing career education information and materials to the larger community has begun. This could be classified as a portion of continuing education or the out-reach mission of the schools.

An example of a ready access career counseling program is the "Career Education Project," a federally funded model program in the greater Providence area of Rhode Island. The program utilizes a free telephone counseling service to assist young people out of school who are unsure of their future plans and women at home who may be considering career training. Some of the functions performed, as an illustration of a model program, are helping persons analyze their own interests and abilities; assisting persons to view the world of work realistically; offering information concerning expanding career opportunities of the future and current resources for part-time training to prepare for these fields; helping persons to prepare effectively for future professions or occupations and helping them to acquire the skills necessary to improve their job options. A resource center has been developed concerning local educational and training programs and supportive services for adults, including information concerning child care facilities, financial aid possibilities, and testing agencies. Moreover, a large collection of data relating to career development and preparation from national sources is available. All of these resources are available to the public in the Resource Center from nine to five on weekdays.

The following items and information sources are listed in the Providence Area Resource Center:

1. Periodicals and newsletters in such fields as adult education, counseling, vocational guidance, manpower, and evaluation.

2. Employment projections that provide government prospects in major occupations and professions.

3. A current catalogue collection for many education and training institutes.

4. A collection of pamphlets, magazine articles, newspaper clippings, and other short items on subjects such as independent study, equal employment and women's roles.

5. Searches of topics relating to career education gathered from the ERIC (Educational Resources Information Center).

6. Special career packages on part-time programs for career preparation programs, financial aid, child care, testing services, placement agencies, and counseling services.

Using a National Career Education Resource Center

The ERIC Clearinghouse in Career Education is located at Northern Illinois University, College of Education, DeKalb, Illinois 60115 (telephone: 815-753-1251), and its purpose is to facilitate exchanges of information that both have an impact on educational practice and provide information to the general public. (See Appendix A for some of the available materials.) This Clearinghouse is primarily concerned with relevant documents in the following core areas:

1. Purposes and theories: philosophy; learning; personality, social, and occupational and career psychology; occupational, career, and educational sociology; manpower economics; systems theory; and change processes.

2. Career and human development through the retirement period: attitudes; self-knowledge; decision-making skills; general and occupational knowledge; and specific vocational and occupational skills.

3. Life roles: occupational; organizational; consumer; family; leisure; and citizen.

4. Informal and formal education practice: vocational exploration; career, vocational-technical, and adult and continuing education; manpower training; career guidance and counseling.

5. Educational policy: local; state; national; and international. (In the latter case, input is limited to documents in the English language.)

The viewpoint of the ERIC/CICE is "that career is a life-long issue, an evolving combination of deliberate personal intention and societally afforded opportunity for personal development. ...The human career progresses with personal growth, with the evolvement of personal understanding, with the attainment of personal appreciation for the loneliness of individuality in the grandness of human and environmental interdependence, and with the evolution of a satisfying vocational identity within an ever-enlarging personal identity."

Chapter 6

PLANNING AND EVALUATING NEW CAREER PROGRAMS

Self Evaluation as Core of Career Constructionism

This monograph presents the view that centering the construction of his or her career into the person is the most essential purpose in education for career development. The process of evaluation is key to the self-centering of career constructions. The very centrality of evaluation in self-centering means that the evaluation of effective career development education must be done in a special way--in collaboration with students--not unilaterally by parents or educators.

The need for student collaboration in the evaluation of career development education puts a special strain on parents' and educators' convictions about career constructionism. Can people really be objective if they engage in an evaluation of something of which they are a part? Probably people can never really fully free themselves from self deception in the evaluation of something of which they are a part. However, the very nature of democracy and of career constructionism demands that schools make every effort to see that the capacity for objectifying the self from the subjective self is cultivated and matured. Student collaboration in the evaluation of their own career constructionism is logical and necessary for this effect to be cultivated and matured.

Although student collaboration in the evaluation of their career constructionism has to be the sine qua non in the evaluation of career development education, the partnership of students in the evaluation cannot relieve us educators of responsibility for initiative in the evaluative process. Each person needs to remain responsible for initiative in collaborative action. The need in exercising initiative in collaboration is to obligate yourself to see that other relevant parties maintain active responsibility for evaluating and criticizing your judgments as you go along. Above all, others in collaboration should never be relieved of either right or responsibility to judge and accept or reject what is being proposed as a need.

With those cautions in mind, let's review the extensive span of information and resources which students must be helped to comprehend and use in growing in their capacity to be self-evaluative in their career constructionism.

Surveying and Career Planning

The Conference Board of New York provides a revealing profile of U. S. employment in the past 25 years. Since 1948, the percentage of white-collar workers has risen from 43 to 48 percent, whereas the proportion of workers in blue-collar jobs dropped from 37 to 35 percent. Youth have risen from 21 percent of the labor force in 1948 to 25 percent in 1973. Government jobs have also increased from employing 13 percent of the work force in 1948 to 18 percent in 1973. Information from such studies must be utilized in developing and evaluating career education programs. What do such trends mean for my career constructionism as a student?

Evaluating for the Future

Career education programs are future-oriented, and longitudinal studies are needed for many sample groups within our student populations. Biographical histories will be required to discover significant influences upon a person's forming, and subsequently acting upon his or her turning points. National norms are meaningless when we are after self-referential information. We, therefore, need many portraits of students in their life-time-space before we should attempt any standardization of curricular offerings. Those who have tried to work on life histories know that this holograph of personality cannot be manufactured merely through anecdotal records, or obtained from checked answers to questions on a form.

Our search must be for the options available to each person and their relationships to that person and her or his society--and we are expected to delve within the intimate indwellings of each individual to help him or her discover his or her potential within the constitutional rights to privacy for each citizen. If we are to move within this arena, our movement will have to occur with courage and with consummate grace. How we proceed with our evaluative efforts will determine relevance for students, further community support, funding, and the motivations of our citizens.

Using a National Evaluation Center

The National Institute of Education's (NIE) Education and Work Program is currently the federal focal point for basic research and development in education. In 1974, this Program used selected categories in evaluating the activities of some of their programs. They were: (1) student cognitive skills in basic areas; (2) student career awareness knowledge; (3) student affective/interpersonal/self-management skills that relate to self-confidence, ability to communicate with adults, and accepting responsibility for one's actions; (4) student attitudes toward school; (5) student dropout rate; (6) parent's attitude toward program; (7) employer's/community resource person's attitudes toward program; and (8) student graduate's success in employment and/or related activities as continuing education. Categories such as these will have to become part of a system of collaborative evaluation in career development education.

Modeling for Career Counseling on Curriculum

As we focus on appropriate career development concepts in collaborative evaluation, we will need systems models which speak of the interrelationships of concepts. One helpful systems model for career development evaluation might be an adaptation of the college student development model such as that used at Henderson State College. The model is pyramidal in design and composed of nine levels with each level building on the previous level. This consists of:

Level 1 (bottom of pyramid)--orientation and awareness;

Level 2--assessment of self;

Level 3--occupational and career objectives;

Level 4--setting of career objectives;

Level 5--work experiences;

Level 6--career contacts;

Level 7--preparation for world of work;

Level 8--placement, and

Level 9 (top of pyramid)--recycling.

This model could be used not only in colleges, but it also could be applied in other settings from community social agencies to different educational levels as well. Any person can enter the process at his or her present level of awareness so a systems approach is utilized to implement its operation.

Reorganizing for Career Education Recommendations

Surveys, concepts, and models generate data which will collaboratively have to be implemented in the reorganization of educational institutions.

The failure of some educational personnel to do significant career development planning in the schools is documented in a 1973 survey supervised by Hilda Jones and titled, "The Effects of Pre-College Counseling on the Educational and Career Aspirations of Blacks and Women enrolled at the University of Pittsburgh." In this study, it was discovered that career choices were chiefly a result of students' personal values and interests. Secondary factors were socioeconomic status and parental encouragement. Minor elements were friends, teachers, experiences, and counselors. Since the prime job of many counselors was student scheduling or academic advising, career advising was neglected in many schools to the detriment of students.

The recommendations for educational reorganization that grew out of this study were:

1. Graduate or undergraduate guidance counseling programs should provide career information and counseling that have a non-sexist and non-racist approach.

2. Career development programs should begin in the elementary grades and continue throughout post-secondary education and life to prepare students for occupational fields of their choice.

3. Educational personnel should, through equitable treatment of career development, encourage various ways, formal and informal, for women and minority group members to consider non-traditional occupations for their sex or race.

4. The emphasis of career choice based on the individual's value system associated with the student's interests and aptitudes should be reinforced through career activities by educational personnel (counselors, administrators, teachers, and resource persons).

5. Illustrated career brochures and other materials are needed that show women and minority groups participating in challenging professions so that better vocational images are seen by students.

6. Administrators in the schools should support guidance personnel to allow them time and responsibilities to insure that women and minority students receive adequate career awareness as well as career counseling.

Knowing the What, Who, and When of Evaluation

The need for breadth in surveys, concepts, models, and educational organization suggests that development of a comprehensive career development evaluation program in schools and colleges may take years to actualize. This is particularly true of a system for collaborative evaluation of career development education. However, there are some guidelines that students and educators may consider in formulating collaborative evaluation plans.

First, formulate reasonably exacting performance objectives that meet the following five criteria:

1. The nature of the performance expected of the target group is clarified.
2. The level of direction of the expected accomplishment is clearly stated.
3. The units by which the performance will be measured are made evident.
4. The means by which the measurement will be accomplished is spelled out.
5. The special conditions under which the performance is to take place is detailed.

Second, every career education calendar should provide a detailed plan relating persons to program activities with a narrative and visual display of the following elements:

1. What individual career activities are to be undertaken in sequence?
2. What specific techniques need to be employed and what is the rationale for their use in career activities?
3. When will the career activities be carried out?
4. Who will conduct the career activity?
5. Where will the career activity take place?
6. How long will each career activity take?
7. When will reports on career findings be available?

For example, a career education model developed in Illinois at Joliet's Urban Comprehensive Occupational Education Demonstration Center has career awareness (grades K-6); career exploration (grades 6.5-8.5); career orientation and preparation (grades 8.5-12.5); post secondary preparation and apprenticeship training (grades 12.5-16.5); continuing education (grades 16.5-through retirement).

Third, every career education grade level for every student needs a new grading system to develop good attitudes and actions for work situations. Recently, several of the monograph's authors were involved in career education workshops sponsored by the Chicago Chapter of the World Education Fellowship and the Educational Facilities Center of Chicago. One of the models suggested that a new grading system might be started in the elementary schools beginning in the first grade. The purpose of the evaluation system would be to promote the affective domain so long neglected in favor of the cognitive domain in educational instutions. In implementing this model, the teacher would include:

a. The student's view of himself;

b. The student's ability to work with others--teachers and students;

c. The student's attitude toward others--teachers and students;

d. The student's work habits;

e. The student's methods of inquiry;

f. The student's abilities to clarify values;

g. The student's abilities to understand and utilize the process of decision-making.

This approach puts into better balance the skills needed for students in self evaluation of their construction of future life-careers, and it emphasizes the affective domain as much as we now stress the cognitive domain of "reading, writing, and arithmetic."

Testing Limitations

With adequate surveys, concepts, models, educational organization, and technical knowledge of evaluation, collaborative evaluation of career development education will move forward successfully. As such progress becomes possible the collaborative career education evaluator needs to realize that no one test can measure all kinds of career learning. For instance, the report, Testing the Ohio Career Development Program, submitted in 1973, gives evidence that no comprehensive battery of tests could be devised to measure all the learning that occurs in the nearly 170 occupational training programs offered during 1974-75 in Ohio high schools. The results of the Ohio study show that a test can be created to measure one or more types of learning but not all.

We should prepare ourselves and our students to collaborate in using the kind of multi-dimensional model found in Planning, Structuring, and Evaluating Career Guidance for Integration by Noncollege-Bound Youths (1973) by G. Brian Jones, David V. Tiedeman, Anita M. Mitchell, Waldemar R. Unruh, Carolyn B. Helliwell and Lauries H. Ganschow. In collaboratively evaluating career development education we need to remain flexible as suggested in this model and not look for quick, one instrument answers.

Chapter 7

CHALLENGES AND POTENTIALITIES

Career Education's Challenge to Change

For those who are presently comfortable, every change is a threat. Since the career education idea strikes at the stable establishment with many forces at once and from many directions at once, it initially stands as a threat to comfortable professional educators. The career education idea encourages everyone to get involved in the educational enterprise, brands traditional arenas of performance as insufficient, and points to self evaluated behavior in life careers as an attainable evaluative criterion for present programs. In short, there is more we have to do than we are doing. But the idea of career education is a generative one; it has the power to turn on energies within and without the schools. However, realization of that power carries with it the inherent directive to create new goals, to establish priorities, and to allocate energies to those new goals within one's priority system.

Career education is demanding; it may even be considered scary. But if career education chills your backbone, remember that career education is still a basic protoplasmic idea searching for its own everchanging form. It will be stimulated by highly specific elements in the local environment, but it will also move toward its own end. Career education has captured many educational workers because of its inherent life force. The idea moves--and yet it seeks an identity in the lives of real students and real communities.

What will it take to involve ourselves and our educational institutions in career education?

Resources and potentialities

We have indicated that strong community support is a positive factor for career education, but this strength has to be capacitated. Teachers must relate to resource people and work sites in new ways.

Business, industry, and government appear more than willing to cooperate by furnishing people as well as "laboratories" for learning by direct experience, but care must go with the concern. Appropriate "business" procedures must be fashioned to achieve maximum involvement without killing the goose laying the golden eggs. Overuse, inattention to courtesies, and misuse of community-centered learning environments could turn cooperative efforts sour. To prevent this, advisory committees may help school and community people identify and meet problem situations in a spirit of good will.

New personnel may need to be hired to organize and maintain community resource files. Teachers who regard themselves as excellent in their subject centered field may need to evaluate themselves anew in terms of their contributions to the career development of their students. Administrators may need to see the utilization of parents and community resources as basic to the instructional programs, not separate entities kept for public relations purposes. Increasing involvement of career education in counselor education training programs is already evident in the 1974 national survey by the Association of Counselor Educators and Supervisors, but practicing counselors will need to assimilate career guidance into career development education much more fully than they do now.

Recently, publishers have produced a wide variety of media offerings for career education. Tapes, filmstrips, kits, and texts have been developed to help teachers individualize instruction, study the effects of accelerating change, and relate academic concepts to observable phenomena in local communities. Stereotypes are out, the future is in, but no one should purchase any alleged career education material without checking to see if it truly promotes career development.

A host of materials may provide occupational information, and such instruction is necessary in its rightful place, but mere mention of a carpenter using a ruler does not justify the text as a resource for career development. Although familiarity with tools, uniforms, job descriptions, and work places are important, the significant factor in career development is the focus upon a person's self-image. Career development should aid the self-images of learners. Such materials are available, but they are harder to identify and find than many sales representatives would have us believe.

Professional educators come from diverse backgrounds with widely varying skills. All are ultimately judged as managers of their learning environments, but for some the utilization of human relations skills are a means to an end, not an end in itself as they must become in career education.

Teachers are models as well as guides. Their behavior--especially the way they demonstrate how they find out information, how they clarify values, and how they make decisions--serves as a viable vehicle for instruction. Students learn what they live, in school as well as in the home and community. Therefore, examining teaching behavior for the purpose of planning more effective career development programs becomes a dire necessity.

Pre-service programs must provide more opportunities for young college students to work with adults. Teacher educators must use primary sources, too, as they involve their pre-professionals in community service projects, parental programs, and business and governmental arenas. The new instruction demands more than studying books and working in controlled laboratory settings with children. Persons aspiring to teach must learn how to plan, implement, and evaluate educational activities in non-school settings as well as institutional ones. The "community classroom" concept must become part of the working ideas of colleges and universities preparing personnel for our schools.

But what are we to do with our teachers presently in service? Staff development programs emphasizing the sharing of ideas to build direct experiences with active adults, interviews with local resource people and visits to area work places, interchanges with professionals from other school districts, and workshops to demonstrate plans and products of actual teachings have been highly successful motivators for change. Not all practicing teachers can be reached by one approach, but all teachers can be caught up in the idea of improving their teaching artistry. When the idea of career education is not treated as an extra add-on to an already crowded curriculum, but rather as a centripetal, integrational force, there is more willingness to learn--and change. Educational workers from many parts of the enterprise can get together to plan school-wide programs as well as assist each other with plans for specific lessons. Opportunities to talk and work through cooperative projects should be planned as an important part of each school's in-service program.

Every organismic unity appears to be possessed of a latent potential beyond that perceived by the scientific observer. The educational profession has shown a magnificent reservoir of talent and expertise in the past. Can it deliver personalized service of even higher quality to reach new goals?

Almost every teacher, counselor, and administrator can get started in career education activities without extensive retraining. Almost every administrator has a back burner full of interesting ideas he could bring forth if the time were ripe. Many demonstration and exemplary projects literally grew from nothing more than an interest in "doing a better job." There was seed money and reallocations of some resources, but most career education projects in the early 1970's were the result of a few people putting forth extra effort to make change come about sooner and more effectively. "Success" often lay in getting co-workers to refocus their energies so the "system" could produce better products.

What the products were to be were often unspecified, but there was an expected cosmic consciousness about the nature of the human being and his struggles to become. Professional workers "knew" what had to be done. It was within them.

One person's presence--and effort--may be all that is needed in many instances, but how to identify that individual, and how to achieve the right affective environment for that extra social spirit to take hold?

We can labor at our work and measure the effort in time, or materials, or space, but then along comes a life-centered program--fashioned by us, for us. Loving our work, even though it is difficult, complex, and time-consuming, we proceed to find new energies within to create anew.

It has been written that career education is an idea whose time has come. Behold! It is we who have come upon career education. What shall we do next--wait for the next idea?

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Appendix A

BIBLIOGRAPHY OF ERIC
CAREER EDUCATION LITERATURE

by

Tyrus Wessell

James E. Hedstrom

Contents

Overview

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A.1 Philosophy

A.2 Programs

A.3 Program Organization, Administration and Evaluation

A.4 Education in Career Education

Appendix A

OVERVIEW

This primer introduced conceptions of career development, initiated a reconstructive evaluation of the premises of education, and specifically included discussions of 1) the incorporation of learning while doing into education, 2) sharing education of youths with parents and community, 3) revising existing curriculum to include activities designed to foster cyclic processes of career integration, differentiation, and reintegration, 4) organizing resources and programs for career education, and 5) evaluating existing career education programs. In this appendix, we summarize the results of a recent survey of the ERIC literature in career education, and provide the reader with a structure to facilitate her or his process of learning about career education through the ERIC literature.

The ERIC System

As indicated in Chapter 5, the ERIC Clearinghouse in Career Education (ERIC/CICE), one of sixteen Clearinghouses in the ERIC network, solicits, acquires, selects, abstracts, and catalogs documents and journal articles in the Career Education, Adult and Continuing Education, and Vocational Education areas. The Clearinghouse also provides individual service to users upon request, provides information analyses, and conducts workshops and inservice training programs within its scope. A recent development in the area of information dissemination has been the evolvement of computer capability for searching the ERIC files through the use of carefully designed search strategies, logic strings, and descriptors.

Consolidating the ERIC Files on Career Education

The authors of this Appendix examined career education ERIC documents and materials during 1975-76. Using the computer search strategy mentioned above, the project yielded comprehensive listing of the available literature in the career education field. Following a format similar in design and structure to the chapters of this primer, search strategies were constructed to elicit and identify document titles, journal articles, and abstracts in the areas of career education programming efforts; career education methodology; career education resources; career education program organization and administration; career education inservice and workshop efforts; and career education philosophical discussions. Documents were further classified according to the various educational levels (elementary, middle school/junior high, secondary, and post-secondary) to facilitate easy user accessibility.

Although the primer presented evidence of the quality and quantity of existing career education resources, the purposes of this appendix are 1) to present some general conclusions concerning the scope and state of the field, 2) to present a general structure for a more scholarly and comprehensive review of the entire field, and 3) to provide readers with impetus for further study.

Books and texts on the concept of career education began to appear shortly after former Commissioner of Education's Marland's 1971 Houston speech. McClure (1975), working in cooperation with the Northwest Regional Educational Laboratory, the United States Office of Education, and the National Institute of Education, reviewed these post-Marland contributions. Among the early works cited by McClure are:

American Vocational Association. Career Education: Third Yearbook, 1973.

Bailey, Larry J., and Stadt, Ronald. Career Education: New Approaches to Human Development. Bloomington, Illinois: Knight Publishing Company, 1973.

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Stevenson, John B. An Introduction to Career Education. Worthington, Ohio: C. A. Jones Publishing Company, 1973.

Wigglesworth, David C. A Guide to Career Education. San Francisco: Canfield Press, 1974.

Because of ERIC/s policy of not normally announcing documents of a commercial nature, the references cited above are not likely to be available through ERIC. Instead, they must be purchased directly from their publishers or located in a library. In the realm of speeches, journal articles, and unpublished documents, however, the ERIC files provide users with a comprehensive accumulation of the career education resources. What follows, is a brief review of the scope of the career education literature as determined from the 1975-76 survey of ERIC literature on career education.

Philosophy

Appendix A.1 identifies more than 100 references in the area of career education philosophy. Included are speeches such as Marland's 1971 Houston speech, and writings by authorities such as Bailey and Hoyt. The offerings in this section therefore provide career education leaders with the material for introducing career education to their publics, their teachers, and their administrators. The material within this section may also be used to substantiate the need and rationale for career education as well as provide the uninitiated with a discussion of the over-all goals and objectives for comprehensive programs. Readers are urged to read and/or review a variety of the offerings listed in this category.

Programs

Career education program descriptions, supplementary resource materials, and comprehensive discussions of Federal, state, and institutional career educational plans exist in high quantity in ERIC. At all levels (elementary, middle school, high school, and post-secondary) and for a variety of specialized populations, the documents and selected journal articles identified in Appendix A.2 offer potential and practicing career education persons a great deal of experience and suggestions. Program descriptions very often contain material relative to stages of implementation, program objectives and goals, supplementary materials developed and/or employed, unit plans, and, to a lesser extent, evaluation data concerning the efficaciousness of the program in meeting pre-determined goals and objectives. More than 300 references in this category have the potential of greatly facilitating the career education programming efforts of educators charged with the responsibility for developing and implementing career education programs.

Program Organization, Administration, and Evaluation

The proliferation of career education programs at all educational levels highlights the need for information concerning the organization, administration, and evaluation of career education programs. The various models (school-based, community-based, industry-based, media-based), and the availability of numerous unit plans, curriculum guides, goal statements, and philosophical discussions, while valuable, necessitates a thorough grounding in organizational skills by those individuals purporting to initiate efforts in career education. The wealth of information, the variety of conflicting philosophies, the resistance of some teachers, community members, and administrators, and the possibilities for mass duplication requires that systematic and joint planning be a part of the entire programming effort.

The approximately forty documents identified in Appendix A.3 provide information regarding solicitation of staff members, organizing for community support, surveying school and community needs, establishing objectives and goals, evaluation of existing programs, applying for federal and state grants and many other types of administrative information.

Education in Career Education

Preparation of persons to function in career education has evolved into a topic of mutual concern and interest of university faculty, school administrators, career education coordinators, curriculum supervisors, and public school teachers. Utilization of community resources, organization and administration of career education programs, career development theory, career education concepts, appraisal and assessment techniques, behavioral objectives, role and responsibility of specific groups, and many other topics have been the subject of a number of reported workshops and inservice programs. Designing activities to infuse career concepts into the curriculum, likewise, have received the attention of workshop organizers and inservice leaders.

The resources listed in Appendix A.4 are offered to facilitate one's own training efforts through workshop and/or inservice experiences. Included within these documents are university-sponsored workshops, individual school district inservice efforts, state educational agency sponsored training programs, and inservice and workshop programs sponsored by professional associations such as the local education association, and local, state, and regional guidance associations. Office of Education programs are also included.

Appendix A. 1

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Appendix A. 2

PROGRAMS

Elementary School

Middle/Junior High School

Secondary School

Post Secondary, University, and Adult

Elementary School

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Appendix A. 4

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Appendix B

A BRIEF INTRODUCTION TO ERIC

by

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES

A BRIEF INTRODUCTION TO ERIC

EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC (Educational Resources Information Center) is a national information system dedicated to the dissemination of educational research results, practitioner-oriented materials, and other resource information that can be used in developing more effective education programs.

ERIC is funded by the National Institute of Education, Department of Health, Education and Welfare. Through a network of 16 Clearinghouses, each of which is responsible for particular educational areas, ERIC acquires, evaluates, abstracts, indexes and lists materials and documents in two main reference publications, *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. These reference publications provide access to reports on innovative educational programs, current practices of teachers, and significant efforts in educational research, both current and historical.

Further, each Clearinghouse generates newsbriefs, bibliographies, research reviews, states of the art, and other interpretive materials. The ERIC Clearinghouse on Information Resources will mail you an application to be added to its mailing list. Write them at the Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, California 94305.

HOW TO FIND INFORMATION

RIE and *CIJE* offer a variety of approaches to finding information. You can search by:

- Subject—to find documents and projects on specific subject topics through the use of descriptors (subject index terms).
- Author or investigator—to find out what an author has written or to learn what an investigator is doing now.
- Institution—to find out what an institution has published, or what projects are now being conducted.
- Accession number—to identify a document when only the Clearinghouse or "ED" number is available.

FOUR STEPS TO SEARCHING

The most popular kind of search—a subject search—follows these four steps:

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3. Read the abstracts or annotations. The abstracts in the monthly issues of *RIE* may provide the information you need. In any case, they will help you decide if you wish to order a copy of the complete documents.

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